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BUILDING AND DEVELOPING THE SYSTEM OF TOURISM TRAINING IN THE RUSSIAN FEDERATION: REGIONAL ASPECT¹

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Summary. The paper describes the process of formation and development of the Russian system of tourism training. Special attention is paid to identifying and studying the formation of vocational tourism education in the Udmurt Republic. The authors use archive sources to review the organizational structure of tourism and explore the forms and methods of tourism training starting from the second half of the 19th century to the present time.

Keywords: development of tourism training; staff training; Russia; Udmurtia.

The Strategy of the Long-Term Social and Economic Development of the Russian Federation by 2020 describes tourism as an essential part of the country's long-term innovative development and a cost-effective and environmentally safe industry of the national economy [1].¹

Today tourism is regarded as one of the strategic areas of the Udmurt economy development that plays a role in solving the task of social and economic development of the republic, including the creation of conditions for improving the living standards and the quality of life, the growth of the population's income, increasing the resource efficiency, preserving and developing human resources and their effective use, the creation of conditions for dynamic social and economic development of municipalities in Udmurtia. The development of domestic and inbound tourism is included in the Strategy of Social and Economic Development of the Udmurt Republic by 2025 [2].

To carry out the set tasks, in 2012 the Udmurt Republic Government adopted

the local target program The Development of Domestic and Inbound Tourism in the Udmurt Republic in 2012-2018, which gives a lot of attention to the issues of training and emphasizes the shortage of highly skilled staff [3].

Therefore, it is necessary to undertake a comprehensive historical study of the system of tourism training in Russia, and Udmurtia in particular, in order to notice certain trends and suggest appropriate measures to build an effective system of training, retraining and advanced training in travel and tourism.

Building a system of vocational tourism training in modern Russia has been the focus of close attention of researchers. The historical perspective of this issue was considered by G. Dolzhenko [4]. The theory of formation and development of the system of continuing vocational tourism training was developed in the works of V. A. Kvartalnov [5], M. V. Denisova and A. V. Kondrukh [6]. I. V. Zorin focused on the theoretical aspects of vocational tourism training [7]. Some authors discussed the future of tourism training in the conditions of the vocational education system reform (A. I. Seselkin [8], Ye. A. Titova

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[9], A. A. Fedulin [10], N. P. Kushchev [11] and others). Another group of sources are the works that describe the theoretical and methodological grounds of vocational tourism training (Ye. V. Subbotina [12], M. V. Poleyaya and N. V. Annenkova [13] and others). After summarizing the accumulated academic and practical experience, one can see that a lot of topical issues connected with the development of the tourism training system have not been studied thoroughly. This is particularly true about the regional peculiarities of vocational tourism training in Russia. Building and developing the system of tourism training in Udmurtia is a special subject that has been beyond the area of keen research interest so far.

Russian experience in tourism training dates from the mid-19th century. Educational excursion tourism, organized and promoted by progressive teachers of that time, gave birth to tourism training in Russia, including Udmurtia. The first information about excursions in educational institutions of Udmurtia before the 1917 revolution dates back to the early 19th century [14, p. 92]. Originally, excursions were organized on the odd occasion and depended entirely on the individual energy of the teacher.

During the late 19th century, excursions gradually became part of the curriculum in a number of educational institutions of Udmurtia. They became regular and were used to teach natural sciences. Thus, the excursion method as a method of teaching first appeared and developed in teaching history and natural sciences.

After 1916, excursions finally became a compulsory component of Russian educational institutions curricula. They started to be viewed as equal among other teaching methods.

An important prerequisite to a successful development of excursion tourism in Russian educational institutions was the availability of highly-skilled personnel, i. e. experienced organizers of ex-

cursion practice. A serious problem with school excursions organization was a shortage of highly-skilled personnel and almost a complete lack of tourism and excursion skills in teachers. Having realized that the lack of practical experience and insufficient knowledge of the excursion theory hampers good organization of excursions, different organizations and institutions started developing appropriate training courses.

A major form of tourism and excursion training in the late 19th – early 20th century was public excursion courses. For example, a commission on educational excursions organization was set up under the Teacher Training Society in Moscow in 1899. The work of the commission stimulated the work of the Society for Excursion Leaders Training [15, Fund 92. Inventory 2. Case 16888. Sheet 51].

However, as there was not a single methodological tourism and excursion center in Russia, it was impossible to create a system of educational excursion training. The lack of the government support to tourism and excursion training should also be mentioned. As well as tourism and excursion activities in general, such training was entirely the job of enthusiasts of Russian tourism.

The next stage in the history of building and developing the system of tourism training is connected with the establishment of the government regulation in this sphere of activity. After 1917, tourism developed spontaneously and did not have a single coordination center for a long time. For almost ten years the search for the most efficient forms of tourism and excursion work was underway. In the early 1920s numerous excursion bureaus, commissions, sections at clubs, trade unions and local history societies began to appear in Udmurtia. By 1926, almost each organization in Udmurtia had its own excursion bureau or commission [16, Fund 92. Inventory 1. Case 44. Sheet 68]. All of them, as a rule, conducted tourist work inconsis-



tently, without due regard to each other's possibilities and practices.

In 1929, a mass tourism organization was set up in the country. It was called the Society for Proletarian Tourism and Excursions of the Russian Soviet Federative Socialist Republic (SPTE), and it was involved in tourism training through running short-term courses both in Moscow and locally [17, Fund P-9520. Inventory 1. Case 3. Sheet 1]. Soon the work of the newly established society was put on the state basis. Its Central Council included governmental, non-governmental and other organizations and enterprises. Tourism was considered a significant part of the entire political and cultural life of the country.

The Udmurt Council of the SPTE was established in 1934 in order to organize travel and excursions for the population of Udmurtia and was subordinate to the Central Council of the SPTE [16, Fund 16. Inventory 1. Case 1418. Sheet 76].

In the first half of the 1930s, in many cities of the USSR where offices of the SPTE had been set up they ran regular training courses for activists on trekking skills. In Moscow, the Central Council of the Society ran short-term central tourism courses offering both off-job and part-time training. Within several years, more than 10,000 members of the core group on tourism from all regions of the country completed the courses. At the same time, the Central Council of the SPTE began to open full-time positions, which were taken, as a rule, by Komsomol members, trade union officials and sports coaches. The Regulations on the SPTE emphasized the need for creating a key group «of the worker, especially the party and Komsomol, activists, tested in public and tourist work, politically loyal and competent» [17, Fund 9520. Inventory 1. Case 1. Sheet 83]. Accordingly, local offices of the SPTE were set up, including the Udmurt office, which also began to open full-time positions and train community leaders through the system of clubs, course and activist meetings.

The next stage in the development of tourism is connected with a large-scale re-organization of the entire tourism sector in 1936, which resulted in the liquidation of the SPTE. This was a severe blow to the whole system of tourism training.

Thus, the Tourism and Excursion Board began to operate within the system of the All-Union Central Council of Trade Unions. The Board's Charter stated that domestic tourism should be developed in order «to advance socialist construction of our Motherland and familiarize workers with the economy, geography, natural resources and tremendous cultural growth of the peoples inhabiting the USSR, as well as to organize amateur tourism as a form of mass cultural recreation of workers» [17, Fund P-9520. Inventory 1. Case 14. Sheet 7].

The Udmurt Regional Council of the All-Union Voluntary Society for Proletarian Tourism and Excursions was dissolved in accordance with the Decree of the USSR Central Executive Committee of April, 17 1936. The development of tourism and excursions became the responsibility of the Udmurt regional trade union [18, Fund P-1592. Inventory 1. Case 2. Sheet 38].

The second half of the 1950s was a time of qualitative changes in tourism, including tourism training. In 1959, the first Tourist Club was set up in Udmurtia under the Trud Community Sports Society [18, Fund P-1343. Inventory 1. Case 24. Sheet 33]. The club's main ambition was to make tourism a mass form of recreation. But the task of an active community involvement in the club's work could not be solved without training instructors, i. e. without the involvement of a significant number of activists who loved trekking and were able to organize and lead hikes. The Tourist Club started its work with training the organizers of one-day hikes. Together with the Izhevsk City Komsomol Committee, the club organized a number of educational hikes aimed at teaching the participants to independently organize and conduct weekend hikes. Over 200 people



went on such hikes in the summer of 1959 [18, Fund P-1592. Inventory 1. Case 2. Sheet 38]. Later many of them became active in organizing tourist work.

The next step in tourism training was the club's permanent seminar aimed at on-job training of volunteer tourism instructors. As a result, the basic problem about the development of local tourism, i. e. the problem of tourism instructors training, was partially solved.

The Tourist Club was an educational, methodological and organizational center for the development of domestic tourism in Udmurtia. New instructors, the expansion of organizational work, the creation of the material base and promotion of tourism made tourism in Udmurtia much more popular. Thousands of people were now engaged in tourism.

In 1962, the system of tourism councils was created on the basis of the Tourist and Excursion Board. It was led by the Central Tourism Council of All-Union Central Council on Trade Unions. The Central Council for Tourism and Excursions was the largest agency in the country in the field of tourism and excursions. By 1965, tourism councils were set up in all the Union republics and in most autonomous republics, territories and regions. Their main objective was to develop mass amateur tourism in the country.

In 1962, the Udmurt Regional Tourism Council was established [18, Fund P-1592. Inventory 1. Case 1. Sheet 1]. It was the methodological center for tourism training in the republic. The Udmurt Regional Tourism Council organized and directed all tourist hikes in the republic and outside it, held field sporting events and had its Masters of Sports in Tourism. The Council developed hiking, river, bike and mixed routes all over Udmurtia.

Among the main areas of mass tourism work of the Udmurt Regional Tourism Council, the top position was occupied by the system of tourism organizers training and tourism training of volunteers. Teach-

ing tourism organizers the organizational and methodological work, techniques, tactics and methodology of organization, the preparation and conduct of tourist rallies and competitions through the training of activists helped to address management issues of mass amateur tourism in the republic. Tourism training was conducted through seminars and rallies organized by the Tourism Council, the city tourist clubs, councils of Voluntary Sports Organizations and tourism units of PT groups.

In addition, Udmurt State Teacher Training Institute launched a specialization in tourism. Every year sixty second-year students majored in tourism. These young men and women did a course of 120 hours. They also participated in competitions in orienteering and tourist art and went on weekend hikes. After that they had to pass an exam to qualify as tourism organizers.

In 1980, Udmurtia saw the establishment of the Republican School of Tourism Training for Community Leaders. The school had two departments: hiking and boating. The program included lectures, hiking training and examinations [18, Fund P-1592. Inventory 1. Case 72. Sheet 61].

The system of tourism training for community leaders was an important part of the tourism and excursion work. Analyzing the experience of management practices in amateur tourism in the republic, it is important to note that effective management of mass tourism on the first and most mass-scale level of amateur tourism (tourism unit of the physical training group) was possible only through the training of the front-line community leaders in tourism: tourist activist leaders (chairpersons of tourist clubs), leaders of weekend hikes and longer mass hikes and judges of tourist events. There was a variety of forms and methods of tourism training: courses of different levels and duration, educational and training camps, routes and package tours, seminars and schools, teaching,



research and practical conferences, counseling centers and tourist clubs, field trips and internships, permanent study and delivery of technical minimums.

That was the time when the specific three-tier system of training and retraining of tourism activists formed: central tourism courses, courses run by local councils for tourism and excursions of different levels, and vocational training provided by the tourist and excursion agencies in the field.

A specific feature of specialist tourism training in Russia is that until 1993 there was no academic system of tourism training. The major role in training and advanced training in tourism belonged to one- or two-month courses following the program of the Institute for Advanced Training of Tourism and Excursion Organization Personnel of the Central Council for Tourism and Excursions of the All-Union Central Council of Trade Unions. Only in 1992, with the support of the Government of the Russian Federation, there was a direction to carry out an experiment to create a system of continuous tourism training in the Russian International Academy of Tourism (RIAT) along with giving it the status of a research institution. So far they have developed and experimentally tested a multilevel system of continuous tourism training, and created the research and methodological basis for the planning and implementation of regional tourism development programs [8, p. 221].

The rapid development of the tourism industry in Russia led to the emergence of a large number of educational institutions engaged in tourism training. Among the whales of tourism training are the Institute of Tourism and Hospitality of Moscow State University of Service, International Institute of Hotel Management and Tourism, the Russian International Academy of Tourism, Moscow Academy of Tourist, Hotel and Restaurant Business under the Moscow Government, Lomonosov Moscow State University, Russian New Uni-

versity, Sochi State University of Tourism and Recreation and others [9, p. 314]. Currently, these universities have formed an effective and important research and teaching community that are capable of solving major problems and guiding tourism training into the mainstream of effective development.

This community is led by Moscow State University of Service, in 2007 renamed into Russian State University of Tourism and Service by the decision of the Government of the Russian Federation. This university, particularly its organizational unit – the Institute of Tourism and Hospitality, – was one of the first to make tourism training most popular and practical. Today the Institute of Tourism and Hospitality has become a kind of innovative platform for generalization and systematization of best practices and their dissemination to all educational institutions of Russia engaged in tourism and hospitality training [10, p. 74].

Today in Russia there are several schemes for tourism training - starting with lyceum classes at secondary schools on to secondary and higher vocational training, retraining, advanced and short-term training [5, p. 111].

Lyceum classes aim to provide career guidance on tourism at the stage of secondary education. The lyceum training program is designed to last for one or two years. It introduces students to the basics of tourism, gives information on career in tourism and maintains interest in this kind of activity. Lyceum classes are usually run by secondary schools, but are supported by universities and involve university professors and curricula in the training process. For example, the Russian International Academy of Tourism (RIAT) supervised the work of lyceum classes at 24 Russian schools in 1999.

Recently, Russia has been rapidly developing the system of secondary training in tourism, but it is much less developed in comparison with other world countries. The shortage of staff having specialized



secondary education and vocational training is particularly acute in the hotel industry with a large number of non-management jobs. For example, Moscow has only two specialized secondary educational institutions – Higher School of Tourism and Hospitality and Tsaritsino Moscow College for Personnel of Hotels, Restaurants and Small Businesses. Russian International Academy of Tourism also provides vocational training offering a one-year course for tour guides, travel agents and organizers. Training at the secondary education institutions lasts for three years and prepares subject-matter specialists, waiting and other services staff, and junior and middle managers. Tourism training as part of secondary vocational education is based on educational programs of the basic and higher levels for the following activities: hotel services, catering, transport services, and tourism.

Training to obtain a university degree in tourism is provided by a vast majority of Russian universities specializing in tourism in almost every big regional center, for example, in Chelyabinsk, Vladivostok, Kaliningrad, Kostroma, Saratov, Stavropol, Sochi, Omsk, Orel, Ufa, Khabarovsk. On average, it takes 4–5 years of full-time or 5–6 years of evening or part-time training to get higher vocational education. Graduates are awarded the specialist qualification or the bachelor's or master's degree.

Certain department and universities, as well as specially created centers for advanced training, offer various forms of additional education in tourism. In Moscow and Saint Petersburg, the Aviabusiness School of the Institute of Supplementary Education of the RIAT run courses on such systems as Gabrielle, Amadeus, Sirena and the IATA programs. The courses last from 10 days to several months. Short-term advanced training courses include seminars on topical issues of taxation, accounting, or changes in legislation. Students are awarded certificates upon completion. Another form of training is various seminars

and workshops designed to improve the company's work on-site.

Retraining programs are offered by both universities and specialized training centers. Getting a second diploma takes from 1,5 to 2,5 years and has to be paid for. In 1995, the Business and Marketing Center opened at the Academy of National Economy under the Government of the Russian Federation. The Center offers a retraining program on the tourism business organization.

In general, it should be noted that at present tourism training is provided by over 300 secondary and higher educational institutions in the country.

One of the educational institutions involved in tourism training is Udmurt State University (UdSU). The Institute of Social Communications of UdSU has been offering a graduate degree in Socio-Cultural Service and Tourism since 1997 in accordance with the order of the Ministry of Education No 39 of September 11, 1996. At that time, Udmurt State University was the first and only educational institution in the country where specialists in tourism were trained. The Institute launched the Master's program in Tourism in 2009 and the Bachelor's program in 2010.

Udmurt State University offers full-time and part time educational programs of first and second higher education in tourism. Both budgetary and extra-budgetary resources are used to finance the education. The number of applicants to get the degree in Socio-Cultural Service has been stable. Personnel working in service and tourism are much in demand, so the number of applicants wishing to get the training does not reduce. The program is popular not only among Udmurt students but also among students from the neighboring regions (Perm region, Tatarstan, Bashkortostan, etc.). The total number of graduates having higher vocational education in Socio-Cultural Service and Tourism is now 1041 persons, including 209 graduates who did the full-time course, 258 graduates who did the full part-time



course to get their first higher education and 496 graduates who did the shortened part-time course to get their second higher education. Thirteen students of UdSU have been awarded Master's degree in Tourism.

As was mentioned above, there is a growing demand for middle-level specialists in tourism in the labor market. This is also true about the tourism industry of the Udmurt Republic. Therefore in 1999 the Institute of Social Communications launched a secondary education program in Tourism. From 2001 to 2013, 474 students completed the course on Tourism at the College of Social Technologies and Services, including 285 students who did the full-time course and 189 students who did the part-time course.

Most graduates of Udmurt State University who got a degree in tourism have an employment with enterprises of the tourism industry in the Udmurt Republic and outside it - in the neighboring Russian regions with the rapidly growing tourism industry (Moscow, St. Petersburg, Krasnodar region, etc.), as well as abroad.

The major department for the students doing Socio-Cultural Service and Tourism or Tourism is the Department of the Theory and Practice of Social Communications established in 1998. The department's personnel are the core of the republic's research potential in the field of tourism and services. So far four candidate and one doctoral theses on various aspects of tourism in the Russian Federation and the Republic of Udmurtia have been defended. Monographs and course books are published regularly. The department's professors regularly participate in conferences and seminars and publish their papers in specialized journals and books on tourism and socio-cultural services.

The department has direct contacts with the state and municipal agencies that oversee the development of tourism in the Udmurt Republic, the republic's tourist enterprises and hotels, Russian and foreign educational institutions offering tourism training.

The department's professors became the authors of the Strategy of Cultural Tourism Development in the Udmurt Republic in 2010–2015. In cooperation with the Ministry of Physical Culture, Sports and Tourism of the Udmurt Republic they developed the republican target program Development of Inbound and Domestic Tourism in the Udmurt Republic in 2012–201.

The department was involved in international educational activities in the field of tourism. In 2010, they began collaboration with the University of Cadiz, Spain. Today they have a good experience of student exchange on externship programs. In 2010–2013, the department participated in the international program Tempus Tuning Russia designed to harmonize European and Russian educational space in the field of tourism training.

Thus, Udmurt State University is currently a popular institution offering tourism training on the programs of higher and secondary vocational education. Research and educational potential of the faculty helps to keep the educational process in line with current research in the field of tourism and involve undergraduate and master students in conducting research. Close relations between UdSU and tourist enterprises of Udmurtia and state and local government agencies that oversee the tourism industry of the republic help to overcome such significant drawback of the national higher education system as its excessive academicism and make the educational process more practical.

In view of the above said, Udmurt State University does not yet have competition in the country in the field of higher education tourism training (new branches of major Moscow and Saint Petersburg universities do not have the same research and pedagogical potential and are not so attractive for applicants). UdSU also plays a role of the training ground for the republic's institutions of secondary vocational education in tourism through training teachers with specialized education and providing them with research and methodological assistance.



The clearest prospects for Udmurt State University in the field of tourism training are further development of continuous education through programs of supplementary education, advanced training courses, involvement of employers in the educational process to ensure greater practical orientation, continued research, including research that involve undergraduate and master students, participation in international educational projects and academic exchange programs.

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